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they are buried becomes quicksand when full of water, and animals to-day are lost where a stream of water flows over it.

All the specimens had been preyed upon by carnivores, it is evident, as parts of the skeletons have been disassociated. In my specimen the right leg, tail and some of the ribs were missing. Some of the ribs had been broken off in their centers, the distal ends missing. A high perpendicular bank on the south side of the quarry had been caved off into it, so I realized the only thing to do was to open a new one. This was a formidable undertaking. I secured the services of a farmer near by, Mr. Stephenson, who with his three sons and three teams and plows and scrapers went to work at \$25 a day. We removed a section of clay and sand 20 feet wide, 20 feet deep and 100 feet long to get down to the level, which lay about three feet below a thin layer of clay. We got below the floor in many places and I had about given up hope of making a discovery. One day at noon I had gone in to boil some coffee, as we lunched together. Mr. Stephenson came to lunch and he had a bone of a horse he had plowed up. What a pleasure and surprise. It will cost a good deal of money to lay bare another section to the south, the hill behind it rising rapidly. I have since prepared the specimen into an open mount. I found it difficult work preparing the material, as the bones were fragile and required a great deal of care. The bones had to be strengthened with shellac, and the ribs were strengthened by putting strips of steel in their centers. The skull was over two feet long. With the skeleton is most of the breastbone.

Doctor Francis, of the State College of Texas, came to see it. He pronounces it a four-year-old mare.

I was also so fortunate as to find the hind limbs, pelvic arch and twenty vertebræ of a great bear, which Doctor Matthew tells me is very rare indeed. He was delighted to receive it at the American Museum, New York. On the 27th of September, a month after I reached my camp on Rock creek, I employed Tom McDaniels to drive me home to Lawrence, Kan. We made the trip in five days. The last day we traveled 200 miles. I have been at work ever since preparing the material collected.

Education: Physical and Mental.

J. M. McWEHARF.

Nature and humanity are the sources from which has come the inspiration essential to the highest development and usefulness of mankind. Comenius deduced his principles of education from nature. Locke preferred the influence of virtuous, humane man. Rousseau, seeing man perverted through his training, believed nature the only true guide. Pestalozzi again is enthusiastic for humanity. And so on down the ages to Wordsworth and Browning, until we are forced to believe that it must be in the nice balance of those necessities natural and human that we shall find the law of perfect growth.

By careful inspection we find there are three essentials necessary in the child's education. First, a development of the mental—a broadening and deepening of the intellectual powers, the power of thought and reason. This work cannot be done with any degree of safety unless coupled with a corresponding physical development. There must exist a perfect coördination be-

tween the physical and mental. Dwarf the physical and advance the mental and you produce, as a rule, an intellectual monstrosity. If you develop a physical Hercules and neglect the mental you have failed in the great purpose of life. If both physical and mental are fully developed and in perfect harmony, there should be engrafted upon each soul a part of the Master's life. We will then have the strong head and the strong hand working together under divine directions. A complete character must have physical elements as well as intellectual and religious elements. The character can be complete only when each of its elements have been made as perfect as possible. The omission of an element or its reduction below a possible standard of power weakens character. A character builder must make each part of the structure as strong as conditions warrant. Physical culture is an important factor in character building, as it has a beneficial influence on the elements from which character is constructed. The central element in a well-developed character is a strong, active, well-poised mind. A strong character is one with sufficient executive power to have its decisions carried out. The power to decide correctly is essential, but executive energy is necessary to transform wise decisions into moral forces.

The basal elements in character are an active, well-balanced mind and a strong, well-nourished, responsive body. Physical training helps to secure both. Wise physical culture will strengthen all of the vital organs of the body and increase their functional power. Many people could be improved in character quality and character force if it were possible to exchange their stomachs, lungs, livers and hearts for new and perfect organs. This cannot be, but by proper treatment their organs may be improved.

The brain responds more quickly and fully than the other organs to the circulation of pure, rich, red blood which is obtained by good digestion and full breathing of pure air. Physical training does more than develop the cells of the brain. It aids in the extension and coördination of the entire neurological system. The body in time becomes an external manifestation of the individual's character. The body and the mind are so intimately interrelated that the one of a necessity reacts on the other. If you change a boy's step from a shuffling gate to a definite, free step, you have helped to change his character. Watch that jerky boy and you learn that his temper and character have like conditions; that they correspond to every jerk and angle. Give him proper physical training and his character will tend to conform to the altered conditions. His action gains in force what it loses in spasmodic energy. He doubtless will live longer, for you have substituted calmness for petulance and rhythm for spasmodic efforts. The body reveals the character and helps to form it. Rousseau said: "The weaker the body the more it commands; the stronger it is the more it obeys." A wise instructor knows that timely practice of physical exercise is the surest and the quickest way to secure order, system and coöperation in a disorderly, irregular and indifferent class. There is nothing better for moral influence than games. The child enjoys them and they accomplish a definite purpose, as self-control and self-direction. There is no school work that defines energy of character more than games. By the playing of games the boys and girls learn to bear defeat and to work harder for a victory to-morrow. We have no better place for developing the consciousness of individual power than that of cricket, football

or baseball, and the more completely this power is developed the more perfectly will the boy or girl be able to perform their part and the more certain they are of victory. Combined, thorough training usually means victory. Plato said: "If children are trained to submit to laws in their plays the love for law enters their souls with the music accompanying the games. It never leaves them, but helps in their development." Everlasting vigilance, coupled with wisdom must be exercised. Give the boy and girl literature that is good; aim to establish in them a desire for the best course of reading and study. In all things conserve their mental and physical. Let us be sane in whatever work we demand of them. The boy and the girl should leave the parental roof with habitual actions so fitted to their natures, so appropriate to their special needs and so firmly implanted within their being that they may be trusted to bear them safely along the right course later in life. Perchance there may be a breaking up of old ideas and habits in after life. We may be adrift at sea, and it is in such crucial places that this life book (of which we have been making) may prove a trusted friend and counselor.

Fossils from the Western Front.

FRANK P. STRICKLAND, JR.

When the American First Army took over a sector of the western front in 1918 the troops entered trenches that had been held by the French almost from the beginning of the war. These trenches were located in a so-called "quiet sector," north and northwest of the fortress of Toul, and because of a minimum of artillery bombardment were in a fair state of preservation. The trenches were for the most part dug in soil containing soft limestone with some shale, the stone being sufficiently rotten as to allow of its being worked with pick and shovel. The soil from the trenches, thrown out on either side, had by 1918 become so disintegrated that the finer particles had settled or disappeared, leaving the more resistant particles on the surface. Among these were many fossils of the Carboniferous, for the rocks of this sector are Carboniferous and form the northeast rim of the great Paris basin.

In the bustle and excitement incident to taking position on the line there was little opportunity to study fossils, but as things settled a bit the thoughts of home brought memories of the collection of fossils gathered from the hill-sides of Wyandotte, and a desire was formed to add to that collection some of the specimens from the land of our French comrades. And so a number of fine brachiopods, ammonites, lamellibranchs, echinoderms and crinoid stems were gathered from the edges of the trenches and from shell holes at such times as it was possible to get one's head above the top without arousing enemy snipers. The brachiopods resembled our *Terebratula*, *Atrypa*, *Pugnax*, *Spirifer*, etc.; forms of ammonites also resembled ours, and there were specimens resembling *Archæocidaris*, *Schizodus* and *Lophophyllum*.

As soon as the Yanks became settled in their new position it ceased to be a "quiet sector." The change can be best illustrated by an incident that occurred about this time. For three years the hostile armies had watched each other with an occasional exchange of shots but with no real fighting. Midway between the lines was the wreck of a small village which contained a well and